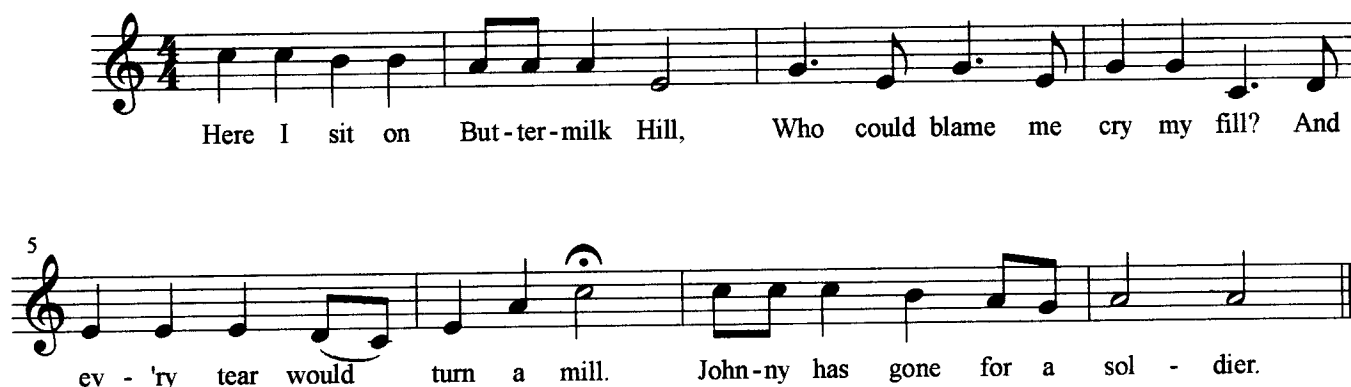


# Johnny Has Gone for a Soldier



Here I sit on But-ter-milk Hill, Who could blame me cry my fill? And

5  
ev - 'ry tear would turn a mill. John-ny has gone for a sol - dier.

2. Me, oh my, I loved him so,  
Broke my heart to see him go,  
And only time will heal my woe.  
Johnny has gone for a soldier.
3. I'll sell my flax, I'll sell my wheel,  
To buy my love a sword of steel  
So it in battle he may wield.  
Johnny has gone for a soldier.
4. I'll dye my petticoats crimson red  
Through the world I'll beg my bread  
I'll find my love alive or dead.  
Johnny has gone for a soldier.

One version of this song has a chorus between each verse that goes like this:

## Chorus

*Oh, my baby, oh my love,  
Gone the rainbow, gone the dove,  
Your father was my only love.  
Johnny has gone for a soldier.*

## SINGING

This tune has many variants, but all are about the love of a girl for Johnny, who has gone off to war. This song is in a minor key, and should be sung in a tone that reflects the mood.

Emphasize the last word of the third line of each verse by adding a fermata. Teach different students how to conduct and sing a fermata: *hold*. This song is great for singing *legato* (smooth) and sustained vowels: hill= *hi----*, mill= *mi----*, woe= *woh----oo*, steel= *stee----*, etc. Breath support is important for good tone when singing long sustained notes.



## PLAYING

Recorder can play in this song the key of C when students know all the notes from low (middle C) to high C. Beginning recorder could play just the “Johnny has gone for a soldier” part. Play a simple ostinato of E-C in half notes on beats one and three of every measure on barred instruments or recorder. Keep it simple and soft. Add finger cymbals or triangle on beat number one of each measure.

## CREATING

Create ways to move on each verse that relate to the lyrics. Example: march or step in place in four slow steps on “Johnny has gone for a soldier.” Boys could march a slow legato march on the last line while playing a soft hand drum on the beat. Girls could create ways to act out the lyrics of the verses using legato (smooth) body movements. Let the students design their own dynamics for the song. Where would it be soft or loud, or on what particular words would a crescendo or decrescendo be effective?

## LISTENING

Discover where the melody goes up and down. Draw the melodic contour on the board. Where are the lowest tones in the song, and why are the low notes important to the emotion of the words? Where are the highest tones in the song? Why is that important to the feel of the song?

## CURRICULUM INTEGRATION – History, Language arts, Social studies

This song was popular during the American Revolutionary War. It is sometimes called *Buttermilk Hill*, and is probably an American adaptation of the Irish tune *Shule Aroon* from the 17<sup>th</sup> Century. It was popular during the Revolutionary War. Define descriptive phrases like: “Who could blame me cry my fill?”, “And ev’ry tear would turn a mill,” and “And only time will heal my woe.” How was the Revolutionary War different from the wars we fight now? What kinds of weapons were used then and how were battles fought? (No airplanes, no media, no tanks, hand to hand combat, etc.) Where and when was the Revolutionary War fought? Why was there a war? Find pictures of the uniforms the colonists and the British wore. Who were the minutemen, etc? What was the society like at that time?

## Johnny Has Gone for a Soldier